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ABSTRACT

This evaluation of the Twin City Institute for Talented Youth, a summer program for gifted students in grades 9 through 12, consists of two parts: a description of the program; and the evaluators' assessments, including advocate and adversary reports. Achievement tests were not used for evaluation. Evaluative comments follow each segment of the program description: (1) goals; (2) admission criteria; (3) calendar; (4) course descriptions and activities; (5) field trips; (6) open campus; and (7) student attitudes. Other comments describe reactions of a participating student; collective student ratings; collective faculty evaluation; cognitive and creative outcomes; the institute's impact on Minneapolis schools; and management policy. (MH)

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An Evaluation of TCITY: the Twin City Institute for Talented Youth

by
Robert E. Stake
and Craig Gjerde

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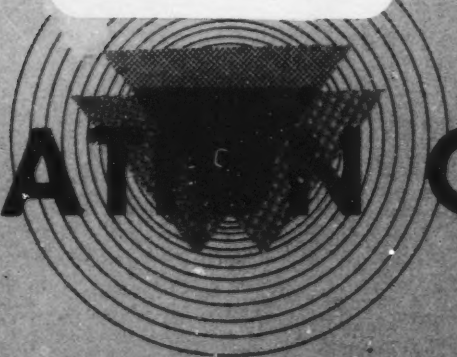

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Report #1
in
Evaluation Report Series

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ABOUT THE CENTER

The Evaluation Center is committed to advancing the science and practice of evaluation. To serve its purpose the Center has developed components in research, development, instruction, dissemination, and service. Over the past ten years the staff of the Center has had significant experience in these areas working with school districts, state departments of education, foundations, and federal agencies.

The *Research Component* is designed to develop and test evaluation theory. Particular thrusts are testing the effects of school-based evaluation offices on school practice, and determining the special evaluation skill and knowledge profiles required by various groups in education. The *Development Component* is designed to work on ways and means of implementing evaluation theory. Included are techniques for meeting special evaluation objectives, new data collection instruments, and special procedures for communicating evaluative findings and relating them to practical problems. The *Instructional Component* is designed to provide in-service training in evaluation to various local, state, and national groups. While the Center is not a credit-granting agency, it collaborates with instructional units throughout Western Michigan University for the development and implementation of pre-service evaluation curricula. Emphasis in this work is at the doctors and masters levels. The Center serves as an instructional laboratory wherein students majoring and minoring in evaluation can gain practical evaluation experience. The Center is also committed to the development of novel and needed evaluation training materials and strategies. The *Dissemination Component* is designed to communicate research findings, new ideas, and materials to the education profession. *The Service Component* is designed to assist agencies in meeting their evaluation needs through two primary services. These are the design and implementation of evaluation studies and the development and installation of agency evaluation systems.

The staff of the Center has been involved in conceptualizing the CIPP Evaluation Model, researching the Item Sampling technique, developing the Advocate Team Technique, developing over 100 standardized tests, designing and conducting many in-service evaluation programs in evaluation. Other accomplishments include authoring the PDK book, EDUCATIONAL EVALUATION AND DECISION MAKING, and numerous journal articles and papers, designing and conducting many evaluation projects, and installing evaluation systems in schools, government agencies, and research agencies. Overall, the Center staff has directed externally funded projects in evaluation totaling more than four million dollars.

An Evaluation of

TCITY

the Twin City Institute for Talented Youth

1971

Designed and carried out by
Robert Stake and Craig Gjerde
of CIRCE, University of Illinois

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EVALUATION PLAN

The evaluation plan for this report was derived from a journal article, "The Countenance of Educational Evaluation", by Mr. Stake. It calls for (1) a thorough description and (2) statement of numerous personal judgements of the Institute. The plan emphasizes the collection of data on the background against which the Institute activities take place, the activities themselves, and the results.

Because the Institute is of short duration; because the objectives of the staff are grand, elusive, and diverse; and because our tests are insensitive to many student learnings; the Results reported here were gathered by direct observation. Achievement tests were not used. As a matter of course, it was considered more important to get a picture of the results for a whole class than for the individual members of the class. Student views as well as teacher and evaluator views were collected.

The daily activities of the evaluation people were to be closely correlated with the activities of the teaching and administrative staff, doing something sometimes called "formative evaluation:" helping the staff raise questions, gather evidence, and solve procedural problems.

For the "outsider" this cooperation raises the question of objectivity of the final report. To offset in part this weakness, this evaluation report features an advocate's report and an adversary's report, one summarizing the most favorable arguments in support of the Institute and the other summarizing the most damaging criticism. The reader is left with responsibility of resolving these conflicting arguments.

Evaluation staff: Bob Stake; Craig Gjerde; Carol Hansen; Cathy Ahl

TCITY-1971 EVALUATION REPORT: THE SETTING AND PEOPLE

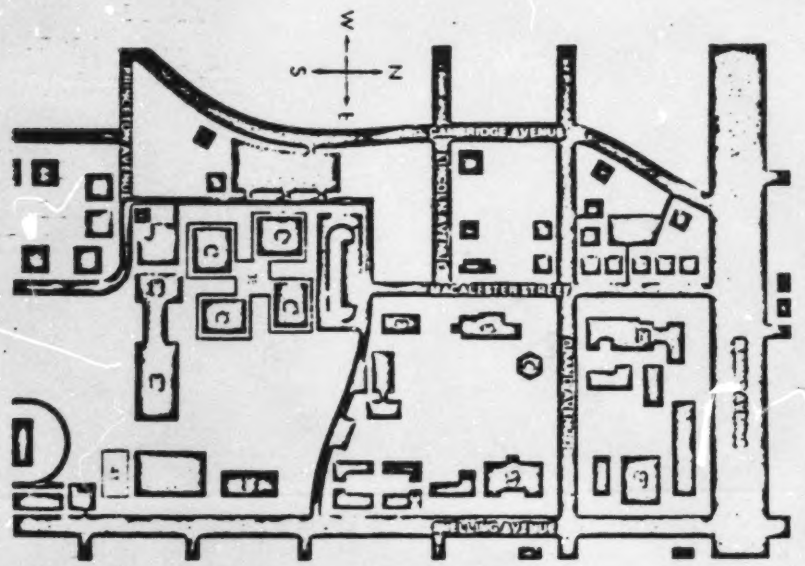
The 1971 session of the TWIN CITY INSTITUTE FOR TALENTED YOUTH was held on the campus of Macalester College in St. Paul, Minnesota. Numerous activities extended to the urban areas nearby, out into the state, and even to West Berlin and Mexico City. Students back-packed across Isle Royal, dug for Indian artifacts at Fort Sweeney, visited Twin City and Chicago industries, and talked to officials at City Hall. Still, most Institute activities took place in typical classrooms, at Macalester. See map below.

This was the fifth summer. Previous Institutes had been held at Murray High in Saint Paul and Marshall University High in Minneapolis, and at Macalester, and Augsburg College in Minneapolis.

The Institute is a summer school experience for specially talented youngsters in the ninth through twelfth grades of Minneapolis and St. Paul schools. It is supported by these two districts, by a substantial grant from the Harington Foundation, and by numerous donations. No tuition is charged.

About 820 students attended in 1971. The number has been growing each year. The length of the term has increased too, now up another week to seven weeks. The 1971 term extended from June 15 to July 30.

The teaching staff consisted of 28 master teachers and 28 associate teachers. Master teachers were selected from schools throughout the metropolitan area and beyond. The associates were selected from the two urban districts. Additional teaching help became available from University of Minnesota students seeking experience, stimulation or course projects. Three administrators, two evaluators, and a secretary also were staff members.



	Class Spaces
35	American Studies
38	Archeology
39	Astronomy
39	Chemical Bonding
38	Computers
39	Computers in Science
36	Dance
38	Ecological Biology
35	Environmental Accounting
25	French
25	German
2	Graphic Arts
39	Mathematics for the Disenchanted
35	Music
35	Poetry
34	Russian
2	Sculpture
20	Sesame Street
4	Spanish
35	Theatre
35	The Urban Hero
2	Wilderness Leadership
35	Writers Workshop
31	TCITY Office
3	Library, AV Ctr

TCITY-1971 EVALUATION REPORT: GOALS

The primary objective of the Twin City Institute is to create an educational program that has strong academic and social appeal for students who possess a variety of artistic, language, scientific and leadership talents. The program is not designed to repeat the regular school experience, nor to repair it for the disenchanted. The Institute is designed to create a special experience, cutting across student interests, group identification, idea exploration, and the traditional school curriculum.

The Institute is willing to take risks. Teachers will develop courses that have their locus in theory or intuition rather than in more conventional curricular constructs. The staff will recognize that any program, traditional or experimental, that chooses to work in an atmosphere of freedom, where trust is extended in social relationships, and where new ideas are encouraged, is going to be vulnerable to charges of aimlessness and confusion.

The Institute staff--particularly teachers involved in such areas as the arts and social sciences, where truths are more subjective and where curricular goals are disputed--will develop programs that emphasize inquiry. To create a compelling and stimulating learning environment, TCI teachers will develop problem-centered courses which encourage thought, inquiry, and creativity.

Finally, teachers will introduce students to a total Institute environment. The Institute campus will be open to the young, sensitive, inquiring mind. Students will share with each other--through conversation and exhibit--their productions and products: telescopes, dances, poetry, music, foreign language fetes, newspapers etc. Against a background of computer programming, art, pottery-making, dance, athletics, folk dancing, games, canoe building, students will meet and talk and create.

Having come interested in math, science, poetry, or archaeology, students will leave more committed to understanding and appreciating the total concerns of men. Success for the Institute will mean that students and teachers have infected each other with a personal honesty and will have demonstrated that learning can truly be humanizing

Charles Caruson, Director, TCITY

Goal Evaluation. Evaluators have an obligation to raise the question, "Were the right goals pursued?" Different people have different ideas, of course, as to what the right goals are. Still, goals and priorities should be evaluated.

Many teachers and curriculum specialists endorse TCITY's increased emphasis on humanization, personal awareness, and problem solving, and decreased emphasis on skills and knowledge. Some teachers and many parents disagree, wanting the school experience to pay off in answers to the classical academic questions--the kind that get students employed, admitted to college, etc. In the eyes of the evaluators, the TCITY goals are worthy goals, suitably discussed and reasonably operationalized.

Robert Stake, Evaluation Specialist, CIRCE

TCITY-1971 EVALUATION REPORT: ADMISSIONS

Students residing in Minneapolis or St. Paul during 1970-71, and in grades 8-11, were eligible for the 1971 TCITY Summer Institute.

Early in the year, Associate Director, Robert Rose visited Twin City high schools to promote the Institute and to encourage applications from interested students. As the March 26 deadline approached, it became obvious that some schools had few applicants. Counselors there were asked to encourage students to apply. Some emphasis was placed on recruiting disadvantaged students from inner-city schools.

Students were asked to select a first, second, and third course preference and to ask two teachers for recommendations. School counselors provided academic grades, a recommendation, and the combined verbal and numerical scores from the Differential Aptitude Test.

Some courses, like Wilderness Leadership and Sesame Street, had far too many applicants for the number of openings. A few, like Music, were under-subscribed. Students listing music as a second or third choice were added to rosters.

Mr. Caruson and Mr. Rose examined the forms, seeking especially talented students with DAT scores over 75 and also considering low achieving youngsters with no marked behavioral problems, whose teachers and counselors felt that the Institute would draw out their special talents. About 200 of these "Special Admits" were accepted. Some of the teachers examined applications and made recommendations, but the responsibility and burden of selection fell mainly upon Caruson and Rose.

957 of the 1247 applicants were accepted, with the expectation that some would cancel. Of this number, 771 quickly accepted. Some students accepted later, and a few students who had been in the "alternate" status were added to the accepted list to fill low classes. It was expected that 775-800 would attend.

On Monday, June 14, 838 students appeared at Macalester College to start the Institute. During the course of the 7 weeks about 7 percent of these students disappeared from their classes, leaving approximately 800 on the final days. These were pretty evenly divided between Minneapolis and St. Paul and split 450 to 350 in favor of girls. There were 45 scholarship students. About 16 percent of TCITY-1971 students were repeaters from 1970; 4 percent had also attended in 1969.

A decision to admit eighth graders this year led to problems--70 additional schools to contact, new counselors to involve, and an absence of DAT scores. Some teachers thought 8th graders were less able to discipline themselves, and a few students complained about communication difficulties, but the consensus was that the younger students adapted well and caused few problems. Some larger classes felt that difference in experience was a better criterion for subgrouping than age.

Any program for "talented" youngsters is potentially faced with charges of elitism and racism. Many teachers thought there was less elitism and snobbery at TCITY than in honors classes in regular school. Minority enrollment was, perhaps, 8 percent.

Admissions questions that continue to be discussed by the directors and the TCITY Board: Is there a better way to identify talented students than by test taking and faculty recommendations? How large a percentage of "Special Admits" can be enrolled without endangering the academic spirit of the Institute? Are the admission procedures consistent with the philosophical goals of the Institute?

TCITY-1971 EVALUATION REPORT: CALENDAR

A calendar of events for TCITY-1971

Fall	Course planning by master teachers
Spring	Selection of associate teachers; screening of students
Apr. 15	Notice to applicants about acceptance
May 15	Macalester College--classes met, planned their summer
June 14	TCITY opened with 823 students, 56 teachers
June 21	All Physical Science classes left for two weeks at Tamarac
June 22	German class students (12) flew to Germany for one month
July 1	Dance and Music combined to present a program; Russian classes crowned a czar, other classes joined in.
July 9	Sesame Class visited a Minneapolis City Council meeting
July 16	Language picnic; ragtime pianist in music class
July 22	TCITY Board Luncheon at Macalester; Open house; AIM Indian group halted Archeological dig at Welch, Minnesota
July 26	Environmental Accounting on a three day trip to Chicago
July 28	Theatre show "Rip-Off"; Dance production; Poetry reading
July 29	Art display; Poetry reading; Music on the Mall; Interpretive dance; Evening theatre production for parents.
July 30	Institute ended; Language groups performed folk dances

Monday, July 19: A typical day at the Institute

Around 8 a.m. students started gathering in the bus area: the Sesame II class and combined French and German classes left for a Cannon River canoe trip with Wilderness class guides. Rest of Wilderness class left for Isle Royale on an 8 day back-packing trip. Biology classes went to St. Paul Ramsey Hospital for a series of physical tests.

About 8:15 or 8:30 other classes started in classrooms on the Macalester campus. Most of these classes took a short break about 10:30 and then continued until 12:00 or 12:30. Fifteen students started on a bike trip along the Mississippi River at 11:30. Some time during the morning, Basic Computer challenged Environmental Accounting to a volleyball game. A few students played tennis, frisbee, softball, and went swimming later in the day.

After classes, opponents in the chess tournament started finding each other. At 1:00 Dr. Mitra demonstrated the use of acrylics, and Math students began constructing a geodesic dome. At 2:00 Avi Davis' Dance class met in the old gym.

Art rooms were busy with painting and pottery; Astronomy students were grinding lenses for their telescopes; a few Science students were finishing their redwood and fiberglass canoes. Poetry students were in the office duplicating their "Broadsides" for distribution to people in the streets, and there were other activities.

By 1:30 most of the 150 students who stayed for afternoon activities on campus had departed for home, except for the canoe builders who stayed til 6 or 7 in their race against time.

TCITY-1971 EVALUATION REPORT: CLASS AIMS AND ACCOMPLISHMENTS

AMERICAN STUDIES 30 students
Master:Gene Lohman;Assoc:Bob Niemela

Aims: To examine "American" experience as revealed through histories and art forms. To relate contemporary problems to American traditions and more.

Sketch: Built a group, let it plan activities. Used thematic rather than chronological study of American events, followed such themes as "the Making of a President", "packing the Supreme Court", "important American writers since 1945". Took 6 field trips.

Comment: Sustained high level of interest and excitement. Students involved more in interpretation--often with too few facts--than in acquisition of facts. Teachers, students were open, honest about their ignorance and bias--a good scene.

CHEMICAL BONDING 38 students
Master: John Edwards; Assoc:Don Land

Aims: To establish electron patterns of atoms. To relate these patterns to the periodic table. To relate the electron distribution pattern to spacial arrangements that can be demonstrated by 3-D figures. To use determined pattern of electron distribution to predict chemical formulas. To demonstrate the shortcomings of having a single model.

Sketch: Topics covered and understandings reached. Lab used to demonstrate the actual making of products discussed.

Comment: Took younger students, showed that 14 year olds--though sometime left breathless--can learn complex chemical concepts.

FRENCH 36 students
Master:Barb Gunderson;Assoc:D. Hopen

Aims: To learn French through simulation of experiences in France, to compare life in France and the USA, to consider the uniqueness of French Canada.

Sketch: A field test for simulation units developed by U of M people, e.g., preparing French bread, preparing crepes, playing Bridge, Cyrano de Bergerac, Weather Expressions, . . .

Comment: Teacher preparation excellent, a fun class.

SCULPTURE, POTTERY 37 students
Master:J.Fontaine;Assoc:P.Fitzgerald

Aims: To create an awareness of the relationships between man, his environment and his art; a greater perception of art and the environment; a greater sensitivity to form, color, and design; an introspection into why men make art--and why each student does.

Sketch: Students at work, creating three dimensional art objects of clay, plaster, paper mache, metal, styrofoam; potting,welding, jewelry making.

Comment: For most students a new experience, a personal expression.

COMPUTERS IN SCIENCE 28 students
Master:JohnCrocker;Assoc:PaulGifford

Aims: To solve science problems using the computer. Emphasis on simulation. Examine career opportunities.

Comment: The highly successful mini-course, canoe building, also taught by Crocker and Gifford, almost swamped this course.

ARCHEOLOGY 44 students
Masters: Dan Conrad, Bill Hobson
Assoc: Skip Olson, Dan Willette, Jan Peterson

Aims: To participate in a real social science field study, relating the methods and concepts and issues of the several sciences. To excavate a village site near Fort Sweeney to professional specifications. To consider the life and culture of the Mississippian Indian.

Sketch: At the instigation last spring of the master teachers, Conrad and Hobson, Mr. Caruson arranged with the State Historical Society to excavate portions of an Indian site near Fort Sweeney. The Chief State Archeologist was reluctant to risk a dig by high school students, but his colleague, David Nystuen, saw its educational merit and got the okay. Les Peterson, a younger staff archeologist, accepted responsibility for supervising the dig.

Members of the TCITY staff and a party of students spent a May weekend at the Fort Sweeney site for orientation and training. They discussed the historical, social, religious, and ecological aspects of Mississippian Indian life. They considered the technical and ethical aspects of a 5 week encampment at the Welch Village ski chalet. Planning at that point was careful and detailed.

During the first week of the Institute the "Special Math" class--using precise instruments--surveyed the site. A village was expected there, near the visible burial mounds. The "village" was the target, not the mounds. About a dozen 10x10 foot squares were randomly selected for excavation.

At the beginning of the second week 44 archeological students, 5 TCITY staff members, several Education students from the University of Minnesota, and Les began digging. They dug with trowels, carefully screening the dirt, examining the surfaces. Slowly, even painfully those first weeks, the students lowered the surface 18 inches. Nothing. No artifacts. None of the expected tell-tale posthole discolorations. No village. The fact that they had provided a basis for revision of the archeological map only partly abated their disappointment.

During the evenings they played volleyball, canoed, swam, partied, discussed digging techniques, revised camp rules, (broken first by teachers longing for a beer), made clay pots, took pictures, ate, talked about the similarities and differences between grave-robbery and archeology,...One evening they invited families from neighboring Welch Village to share a pot luck supper and songfest. The evenings went well.

In the fourth week, digging adjacent to the mounds, they unearthed pot chards, missile points and other artifacts--not of the expected Mississippians but of an earlier Indian, the Woodland Indian. The find, slowly realized, was a basis for revising both the local archeological map and calendar. The archeologists were as pleased as the students.

In the final week on-site, following Les Peterson's evaluations, the diggers moved closer in. The plan was to avoid the middles of mounds, but to dig at their edges so as to determine the age and circumstance of the burials. On the evening of the next to last day on site, the diggers were confronted by a large group of Indians, who identified themselves as members of the American Indian Movement. Outraged at seeing students near the graves, they shoveled dirt back into the excavations, even as the startled students scrambled out. Some students were frightened off; some

pleaded for talking it over. The AIM members went on to burn field notes, pictures, tools. One TCI student was physically shaken, all were emotionally shaken.

Some students and their antagonists returned to the Chalet. More film and diaries were taken, but apparently nothing else. A student asked the AIM people to stay for dinner. They accepted; then the cook announced she could not feed them all. Further talk did no good. The AIM demanded abandoment of the site by 9 p.m. The camp was cleaned up and vacated by 8.

The Twin Cities press carried the story on page one. The Indians cried, "sacrilege!" Mr. Caruson answered, "You need to understand a culture in order to honor it." Several days later some of the Indians came to campus to discuss the encounter with the students. To a large degree they were able to reach a reconciliation.

Comment: For these students this was a trying, exhausting, fulfilling summer. The issues and struggles were serious--they learned a great deal about archeology, about communities and about themselves.

RUSSIAN 35 students
Masters: Don Ryberg; Cath.Filipovich

Aims: To experience, to ponder the Russian way of life--communication, incentives, political system, culture. To learn some of the language through informal discussions, role-playing, class projects. To send a group to visit the USSR.

Sketch. Using such activities as a coronation and publication of a newspaper, the students became familiar with some Russian language and culture.

Comment: Teachers competent, industrious, ingenious, but the class too "academic" for some students.

URBAN HERO 24 students
Master: S.Sandell; Assoc: R.Pestello

Aims: To search for today's urban heroes, to contrast them to the John Waynes, Charles Lindbergs and George Washingtons; to visit the city, to learn of urban survival, of power, of men.

Sketch: Students first developed a class-community; they became aware of the personal, social, and economic motivations of the city; they developed skills to express their ideas in a creative medium (e.g., photographic essay, guerilla theatre); they explored themes (e.g., the individual acting according to his convictions in a man-made environment, value conflict and conflict resolution).

Comment: Teachers imaginative, sensitive; class took an incredible number of valuable field trips.

GRAPHIC ART 36 students
Master:Gopal Mitra;Assoc:Robt.Horton

Aims: Painting, drawing, exploring new media. "We will approach art by considering each student's personal talents and interests." Creative expression to be refined through extensive studio work. Understandings of the freedoms and disciplines of art to be stressed.

Sketch: Each student completed several canvases. Themes such as Oriental religions and self-evaluation were discussed. Personal guidance given.

Comment: Excellent teaching, social experience. Mitra, an excellent teacher, had a bold philosophy of life,not appreciated by all. Nevertheless, as artist-in-residence, as one who demanded serious application of learned skills, he was a major TCITY-71 asset.

SESAME STREET I, II 55 students
Masters: Roger Clemence, Tom Walz
Assoc: William Bichel

Aims: An educational experience using the television medium to convey life goals and knowledge of basic social sciences to urban children; with field trips to gather ideas, role playing to learn perspectives, script building to understand communication.

Sketch: Two classes, one oriented to the stimulation of the city, one to on-stage production.

Comment: Course philosophically elegant, operationally a mess. Teachers personally sensitive but pedagogically insensitive; so unwilling to impose (to structure) that learning opportunities slipped away. Students turned on, will continue into fall.

MATH FOR THE DISENCHANTED 22students
Master:A.Indelicato;Assoc:G.Scheffer

Aims: To give the student who dislikes math an understanding of its utility and a look at some interesting abstract ideas. Sample topics: Simulation, surveying, topology, crystals.

Sketch: Students decided to focus on two topics, surveying and geodesic domes. Computer math was added later. Students surveyed Fort Snelling site to assist archeology class.

Comment: Class turned out to be more "just curious" than "disenchanted" but rapport, motivation, and involvement did grow.

MUSIC 25 students
Master:Johs. Reidel;Assoc:Judy Evans

Aims: To increase awareness of classical, folk, and pop music; to contrast the music of North, South, and Central America. A course for developing understandings of music, not for developing the skills of the musician.

Sketch: Musical sensitivity grew with exposure to ethnic music and basic concepts in musicology. Work with ensembles.

Comment: Course content excellent; studio facilities inadequate. Staff contributed little to other fine arts courses or total Institute; no real ties to Woodstock Nation.

WILDERNESS LEADERSHIP 36 students
Masters: Constance Gore, Bob Tauring, Marc Wanvig; Assoc: Ron Pressley

Aims: To combine the skills of camping, canoeing, backpacking, etc. with the responsibilities of leadership and organization, so that students can guide others into the wilderness safely and with a sensitivity to its social, esthetic, and ecological aspects. Practical experience.

Sketch: Students practiced making plans for trips, assisted groups on Cannon River canoe outings, etc., learned the problems in looking out for others in ordinary as well as hardship and deprivation conditions, and constructed own pack frames and other items of equipment.

Comment: A very popular and worthwhile educational experience, it should be expanded for forthcoming Institutes, but should be changed to provide more instruction in guiding and wilderness living.

SPANISH 49 students
Master:RamedoSaucedo;Assoc:VicBarela

Aims: To experience Latin American life, on campus, in Spanish homes in the city, in Mexico City.

Sketch: Activity oriented, to Spanish movies, Spanish homes, Spanish kitchens. 22 students visited Mexico City.

Comments: Well managed; class suffered a bit with the midterm departure of the favored few, but recovered.

GERMAN 40 students
Master: D.Cameron: Assoc: P.Schweppe

Aims: To learn what the German people are like through a study of language and culture. To send a small group to visit Germany.

Sketch: Teacher worked on attitudes toward language, and attitudes toward the work it takes to learn a foreign language. Teacher claimed students developed a more sophisticated perspective of the student's own culture and of the German culture. 12 students to Germany.

Comment: Associate teacher, left in charge, gave us evaluators a hard time.

THEATRE CLASS 27 students
Master: R.Declercq; Assoc: M.Pfeifer

Aim: The students in this class will prepare and participate in at least one dramatic production. They will get students from other classes to share their drama experiences. Story-theatre (Three Bears, Pogo, etc.) will be developed.

Sketch: Students put on RIP-OFF, a collage of story-theatre productions. Worked with poetry groups to contrast and combine media of expression.

Comment: Students worked hard, responded with enthusiasm and teamwork to DeClercq's direction, the strong internal rapport, love and respect for each other.

POETRY 30 students
Master:John Caddy;Assoc:J[illegible] Thomas

Aim: "Imagine the human dawn. Imagine an ancient form of man, preparing for the hunt..." (So began the catalogue description of this class.) The promise contained ways to awaken "the sleeping voice", to express oneself in "the ancient natural way way". The method: establish the group, write what is personally significant, read recent poetry, talk.

Accomplishment: Perhaps 3/4 of the students gained a strong sense of trust in other group members, most did the writing seen needed as a base for "sensory awakening", personal expression.

Comment: A most sensitive, mature teacher; students productive, somewhat too dependent, with a not unexpected fixation on sex-theme poetry.

ENVIRONMENTAL ACCOUNTING 25 students
Master: Dennis Daly; Assoc:Mel Pibal

Aims: To develop interest in accounting and business; to portray their multifacted, dynamic character and the role they play in our society.

Sketch: Discussions, simulation, role-playing, field trips, a trip to Chicago. Students learned how accounting is used to help individuals and organizations attain their goals.

Comment: Program supported by the Certified Public Accountants, State of Minnesota. Teachers ingenious, one perhaps too verbal.

ECOLOGICAL BIOLOGY 55 students
Masters:Tony Angellar;Harold Strobel
Assoc: Bill Holmson

Aims: Through team teaching, to pose and ponder questions about the basic functions and reactions of animals and man, e.g., organismic learning, body-environment interaction, chronobiology. To measure and plot circadian rhythms, to carry on individual and group projects.

Sketch: Completed units on animal behavior, learning, body-environmental interaction, chronobiology and circadian rhythm. Completed fewer projects than intended.

Comment: Great variety of field events; teacher-talk good talk but probably too much of it.

DANCE 35 students
Master teacher: Mary Rae Josephson
Assoc: Linda Nelson, Avi Davis

Aims: To involve each student in moving, thinking, feeling situations; encouraging her (him) to rely on an expanding movement vocabulary, an awareness of self and sensitivity toward others, an increasing knowledge of dance as an art form and its relation to the other arts, a desire to express herself creatively.

Sketch: Improvement of self-image and group awareness were seen as the two main accomplishments, with variation, of course, across individuals. Time spent in sustained warm-ups, body movement assignments, watching films of master dancers, in theme development, learning concentration, and developing a viable group.

Comment: Teachers highly competent, worked well together and with other teachers. Class needs boys, should be organized as supporting rather than as a principal enrollment.

ASTRONOMY 32 students
Master:Fred Brett;Assoc:DennisMallum

Aims: To examine the interdependence of scientific facts as they relate to events of the universe. To develop analytic and inferential skills. Individual projects, particularly building personal telescopes.

Sketch: Large blocks of time spent on grinding, polishing lenses. Used U of Illinois Astronomy Series for background. Camped out to use their telescopes.

Comment: Students took great pride in their work. Sustained involvement.

WRITERS WORKSHOP 25 students
Master:HuAnderson;Assoc:R.Klopperich

Aims: To give students who-want-to-learn-to-write a chance to learn about their own writing. To learn how to search for things worth writing about.

Sketch: A subgroup of the class published "La Bouche", the student newspaper; others in class wrote stories and developed their personal writing styles.

Comment: A strange class, probably the least learning-oriented in the Institute. Students were not pushed to produce; many did not. Over half the students wished they had enrolled in something else--for the rest of the Institute only 15% had that wish.

COMPUTERS 58 students
Masters: Ed Anderson, Fred Blaisdell
Assoc: Jon Gross, Virginia Toms

Aims: To introduce new students to computer uses and programming. To introduce advanced students to FORTRAN. To consider problems in number theory, geometry, economics.

Sketch: After learning the computer language, the students went on to learn many contemporary uses of computers. They investigated the effects of computers on modern living. They learned of new technical developments in the area of on-line usage.

Comment: Facilities crowded, frequent trouble with lines. Strong afternoon following.

TCITY-1971 EVALUATION REPORT: FIELD TRIPS

Field trips were encouraged by being easily arranged: the teacher filled in a bus request form the day before his excursion, and the bus appeared at the appointed hour. Consequently, field trips were often used by teachers to supplement classroom activities and to take students to unique learning sites.

Some classes were absent so much from the Macalester campus that it was difficult to decide whether they were on field trips or whether they were permanently based off-campus. All of the Physical Science classes spent 2 weeks at Camp Tamarac. At camp, there was an integration of class activities into the Tamarac environment with canoe trips, nature walks, innertube floats and visits to Itasca State Park. Teachers felt that two weeks was too long. Students thought it about right, but one pleaded, "let kids go home on the weekend and get clean clothes." The archeology class spent 5 weeks at the dig site. Three days in Chicago ended the Institute for the Environmental Accounting class. The German and Spanish classes sent 12 and 22 students and a teacher to Germany and Mexico. Almost every class spent from 3-5 days canoeing on Cannon River or St. Croix River with brigade leaders from the Wilderness class. (One day of rain per trip was about average.)

Teachers felt that the wilderness experiences helped to establish class identities. Such field trips heightened awareness of different life styles, stimulated discussion, and provided inspiration.

In retrospect, almost all students felt that these trips were fun and were good learning experiences. Other student comments were: "too much fun squeezed into too few days", "It was fantastic--I loved it", and "It should have come earlier to pull us together mentally". Students evaluated their field trips as "mostly good", "better than time on campus", and "extremely stimulating".

In addition to these longer trips, the class activities calendar was punctuated with one day excursions to places in the Twin Cities. Some of the sites and activities: Metropolitan Minneapolis-St. Paul tour; Jonathan, model housing development; IBM Rochester, computer facility; Pillsbury State Forest, wilderness; Apple River, innertubing; Teachers' homes; Metropolitan Stadium, baseball; Como Park, picnic; City Council meetings; Lino Lakes, model city project; General Mills; 3M Company; Univac; Minneapolis Institute of Art; Isle Royale, wilderness, St. Paul Ramsey Hospital, physical tests; New Ulm, "German" town; Duluth, Urban Hero trip.

Buses were expensive. Students generally contributed part of the bus expense and the cost of meals. But students and teachers agreed that excursions off-campus contributed much to TCITY-1971.

Craig Gjerde
Evaluator, CIRCE

TCITY-1971 EVALUATION REPORT: THE OPEN CAMPUS

The TCITY Campus was closed. The TCITY classroom was open. Within the classroom inter-age grouping was surprisingly successful, within and across sex. Use of student interests, skills and attention to student desires was omnipresent. Students generally felt that they had ample freedom to pursue the subject matter of their course, across disciplines. Most felt free to come and go as they pleased.

Students did not often think of the Campus or the Institute. They had a small-group view and a small-group allegience. There were exceptions, to be sure. The dance and theater group work was an outstanding example of meaningful cross-course interaction. And there was an infamous band of marauding poets and Sesame Streeters. But most of the students "reached out" only within their own group of thirty.

Some students labored under the mistaken notion that re-opting for another class would be tantamont to dismissal from the Institute ("and the waiting list is long!") Others sagely observed that their group was "the best anyway" so why should they bother learning about other Institute opportunities? The classes were open; the Institute was closed.

T. Denny
Evaluation Specialist, CIRCE

An Adversary's Statement--continued from page 27

*** Few students--or faculty--understand the selection procedures employed to staff the teaching cadre and to fill the student corps. Why should it be a mystery?

The worst has been saved for last. This report concludes with an assertion: the absence of a crucial dimension in the instructional life of T-CITY, that of constructive self-criticism, is a near fatal flaw. The observation and interview notes taken by the adversary evaluator over four days contains but five instances of students engaging in, or faculty helping students to become skillful in, or desirous of, the cultivation of self-criticism. The instances of missed opportunities were excessive in my judgment. Worse: when queried by the writer, faculty and students alike showed little enthusiams for such fare. Is it too much to expect from Institute participants after but four weeks? Seven may be insufficient. The staff post mortem, "Gleanings", are a start--but it seems odd to start at the end.

The paucity of occurence is less damning than the absence of manifest, widespread intent. Certain classes accounted for all the instances observed. They did not appear to be accidental. The intent was there. An Institute for talented high school youth cannot justifiably fail to feature individual and group self-criticism.

(Prepared by T. Denny, not to indicate his opinion of TCITY-1971, but as a summary of the most damaging charges that might reasonably be made.)

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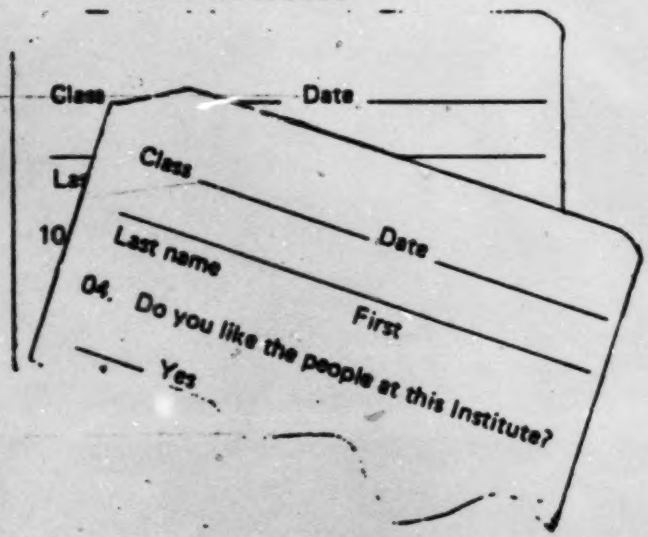
TCITY-1971 EVALUATION REPORT: STUDENT ATTITUDES

The Director and Evaluator tried to keep in touch with student feelings. Once a week each student was asked three questions taken at random from a pool of 12 attitude questions. Thus each question was answered each week by 75-200 students.

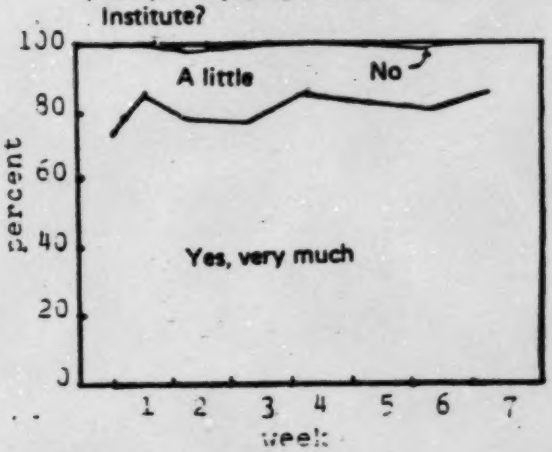
Four questions pertained to student learning. Every week at least 90% said they were learning a lot. The number of students saying TCITY is one of their best learning opportunities increased steadily from 75% to just under 90%. The number who reported themselves involved in creating or developing a project increased from 40% to over 60% by the third week, and leveled off. To the question, "Do you have the feeling that--when this Institute is over--you will say that TCITY has been a very satisfying experience?" about 80% said "yes" until the final week when the positive response rose to 100%.

Three questions pertained to how well the student liked the Institute. One is shown at the right. Everyone responded each week that they liked the people at the Institute. About 75% were satisfied with afternoon activities though the percent was dropping toward the end.

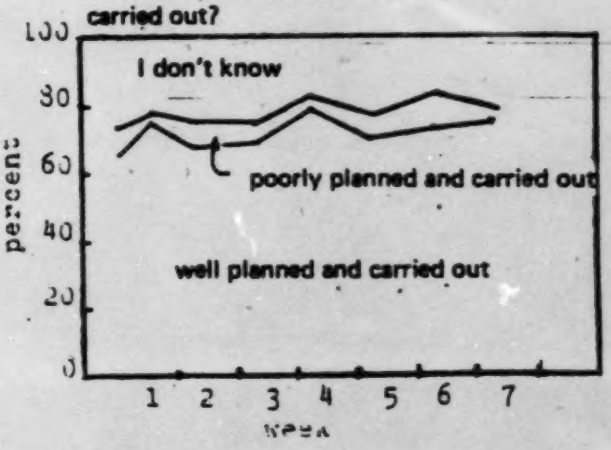
At first, about half the students said they were getting too little information about TCITY events; by the seventh week a quarter still said so. Another administrative question is shown below-right. Another brought forth the almost unanimous opinion that to applicants, TCITY offers a selection of challenging, relevant and useful courses.



Are you enjoying yourself at this Institute?



Consider the whole Institute (and not just your class). Have the arrangements been well planned and effectively carried out?



TCITY-1971 EVALUATION REPORT: A PARTICIPANT OBSERVER'S PERSPECTIVE

As my part in the evaluation of TCITY I was a participant observer. I was a member of the Wilderness Leadership class and was involved in the guidance of other classes on canoe and camping trips. Having had a fair amount of previous camping experience I was able to observe carefully the learning experiences of other students.

It is apparent to me that students want to learn. At TCITY, teachers provided the opportunity for an interesting learning experience. Students took the initiative, and "away she goes".

Students will learn, even under adverse conditions. On one occasion after a nearly sleepless night under a non-rainproof shelter, a friend came to sit-out the rain under my dry shelter. He was in low spirits and explained to me that he was not learning what he wanted to. He said that he was learning what was wrong, but not what was right. But we figured out his teachers were not trying to teach him what was right. They were not trying to teach him the answers--they were trying to teach him the questions. And even though he said he didn't want to, he was learning. They kept putting him in situations where he would learn.

I believe the Wilderness Leadership class was a very successful one. The students could have been taught more than they were, and they could have learned more than they did. But they enjoyed it, even with adverse conditions, and learned about handling themselves and others in the outdoors. Lots of time was spent not being students, just being themselves. It seemed they learned just as well that way.

One of the important reasons for the success of the class was the freedom given the students: the freedom to choose whether or not to go to class or--in this class--which trips to go on. With the amount of involvement that was asked, a trip almost every week, it would have been easy for the students to reject it. But it was their choice, and they were glad to do it.

The important thing in all the Institute classes I worked with was the atmosphere that influenced students' attitudes. The atmosphere at TCITY was one that encouraged the student to learn because he wanted to, not because he had to.

The basic element of this atmosphere was freedom: freedom of movement in and out of the classroom, and freedom of choice of subject material. At TCITY I saw students moving, choosing, learning.

Ben Stake, Student
University High School
Urbana, Illinois

Gopal Mitra
TCITY-1971 Art teacher

Welding torches

Our minds are welded into
a useless facts index
that swells in schools.

Offered a torch
we ignite the
stagnated forms
sculpting our minds into
geodesic domes
and polyetheline bubbles.

Teachers/friends light
the torch
but we shape the sculpture.

Ignoring tired eyes
sleepless faces
arrive and awaken.

Life's paintbox
colors our experience
but we find it
here.

Why must it dry up
and falter come fall?

Betsy Marsden
TCITY-1971 Poetry Student

TCITY-1971 EVALUATION REPORT: CC'LECTIVE PERSPECTIVE (STUDENTS)

The following was taken from the tally of the Student Final Critique Sheet. About 560 students filled out the sheet during the final week of the Institute.

We would like to know how the Institute class activity differs from the activity of the classes of your regular school.

	No Difference	Regular School	Institute
1. Which holds students more responsible for work?	12%	68%	20%
2. Which encourages students to "show off" more?	36%	42%	22%
3. In which do students try out OWN ideas more?	4%	4%	92%
4. In which is more time wasted?	21%	47%	[illegible]

And how do your teachers compare?	No Difference	Regular School Teachers	Institute Teachers
5. Which explain things better?	[illegible]	11%	[illegible]
6. Which know the subject matter better?	34%	[illegible]	[illegible]
7. Which understand students better?	[illegible]	[illegible]	[illegible]
8. Which resist the urge to talk all the time?	42%	[illegible]	[illegible]

Please rate the following features of the Institute as to how important they were to you:	Extremely Important	A little Important	Not Important
27. Close contact with teachers	66%	29%	[illegible]
28. Close contact with students	80%	17%	[illegible]
29. Opportunity to study for extended period each day	46%	40%	14%
30. Trip to camp, canoe trip, etc.	46%	40%	14%
31. Exhibits, performances put on for "outsiders"	36%	30%	33%
32. Diversity of students	60%	35%	5%
33. Afternoon symposia	28%	52%	20%
34. Concern that these people have for human problems	69%	26%	5%
35. Faith that these people have that these problems can be solved	69%	26%	5%
36. Being treated as a mature person	85%	13%	2%

Here are several goals of the Institute. Please rate the Institute on how well it met these goals, even if you only have a vague idea of what the whole Institute was doing.

	Excellent	Barely Passing	Failed	Don't Know
37. Provide an educational program that is challenging, stimulating, relevant	86%	10%	0%	4%
38. Provide master teachers with the highest ability-to-teach	81%	9%	2%	9%
39. Provide younger teachers a good opportunity to learn more about teaching.	69%	14%	1%	16%
40. Develop curriculum ideas that can be used in the regular schools.	67%	13%	3%	17%

In the final week of the Institute all master and associate teachers were asked to complete a four page questionnaire. About 3/4 of the teachers did so.

The master teachers listed the major satisfactions in TCITY-71 as the opportunity to teach the way they wanted to; to work with highly motivated, able students; and to make the learning-experience a humanizing encounter. The associate teachers emphasized these things plus the fact that the Institute was a major learning opportunity for them. Both groups were strong in their praise of TCITY.

The least satisfactory aspects of the experience these teachers had were the administrative arrangements (too vague, too little pre-planning) and the workload (too much expected). Some master teachers objected to the large number of students enrolled in their classes. Almost all the associate teachers reported some unpleasant interpersonal experience during the summer.

Special features drawing approval were the May orientation sessions and Wilderness trips. New arrangements that teachers objected to were the admission of junior high students and the foreign language travel alternative.

Among the suggestions for improvement were the following:

1) Increase involvement of University students as teaching aides.
2) Better communication about TCITY events, deadlines.
3) Less involvement in formal evaluation
4) Extend the opportunities to suburban and out-state students.

By and large the faculty responses in 1971 were similar to what they had been in 1970. There seemed to be better communication across faculties in 1970 but better communication to and from the Directors in 1971. Communication remains as an important problem.

Most of the master teachers were pleased with what they had done, but still would like to offer a different course or teach the course differently next year. They strongly hoped that TCITY could be located at Macalester again in 1972.

To detail their activities for the summer and to react more thoroughly to such evaluation issues, each master teacher submitted a synopsis called by Caruson "The Gleanings". These reports were loaded with recommendations for summer courses and Institutes.

In a sample of about half the classes, responses to the Class Activities Questionaire (CAQ) indicated a few things about the individual classes and the Institute as a whole: Every class showed much more emphasis on the higher level thought processes--application, analysis, synthesis, and evaluation--than on the lower level thought processes--memory, translation, and interpretation.

Every class indicated that ideas were valued more than grades, and that there was much humor and enjoyment of ideas. There was very little lecturing or test stress. Enthusiasm, independence and divergence were indicated in each class summary.

Students reported the percentage of teacher talk to be between 10 and 75 percent with the median at 40 percent.

The CAQ profile for the Urban Hero class showed these responses:

Levels of Thinking	
Lower level	
Memory	none
Translation	inconclusive
Interpretation	some
Higher level	
Application	some
Analysis	some
Synthesis	inconclusive
Evaluation	some

Classroom Conditions	
Discussion opportunity	much
Test/grade stress	none
Lecture	none
Enthusiasm	some
Independence	much
Divergence	much
Humor	much
Ideas valued over grades	much
Enjoyment of ideas	much

Percentage of teacher talk was 40% and average preparation time per week was 1 hour.

TCITY-1971 EVALUATION REPORT: EMPHASIZING CREATIVE TALENTS

Question: What at Twin City fosters Creative Expression?

The above and similar queries were asked during two morning periods during the last ten days of class. Primarily, small random groups of kinds were questioned--about 50 total--NOT in the presence of instructors. Their areas included painting, sculpture, poetry, writing, and drama. Also briefly interviewed were two instructors in sculpture and dance. The choice of students was based on availability. Also, two events were witnessed in drama and dance, plus paintings and sculptures were viewed as works in progress.

Answers from students included:
"I really enjoyed the canoe trip."
"I got a chance to make a lot of friends."
"I am having a lot of fun."
"There is freedom here, we can do what we want."
"I learned a lot."
"My regular school catagorizes, here we can switch out of areas we don't like, and extend time on projects we do like."

My response to the above is that they have a different set (from mine) of ideas of what constituted Creative Expression. Within their definition they seemed to succeed. They suggest that success of the Twin City environment to foster C.E. was:

1) The availability of tools and teachers--NOT the enforcement.
2) The availability of manipulatable time--NOT short class periods and semester-long courses.
3) Special community experiences, such as the canoe trip.
4) Instructors who were their friends.

Other observations revealed that in the areas of Dance and Drama (two rehearsable arts) physical and communal contacts imbued kids with a special sense of C.E. Here, students were given a chance to note day by day growth as well as longer range improvement measurements. They were appreciative of aspects of process and product (learning and final performance.) They were given a chance to interpret and develop (always within community approval). This was also true of Poetry and its readings.

Personal Remarks:

I must state that the student notion of Creative Expression is vastly different than mine in many ways. Their definitions move toward C.E. as THERAPY AND/OR SOCIAL CONTACT (global village concept?), but from my experience Creative Expression is less provincial. For me it involves larger, natural, "grander" things: interconnection, growth, mutability, choice, discovery...the fullest multi-level experiences.

I am not sure that this is possible in a seven week program. But, Twin City must keep trying, with a faculty that exudes inspiration as it disseminates facts and trains skills; nurtures imaginations as the hand follows the mind into the cosmos.

TCITY-1971 EVALUATION REPORT: THE LIGHT-HOUSE SCHOOL

The following is a partial consideration of the ways that TCITY has influenced instructional programs in Minneapolis schools. It is a personal statement based on my work as Secondary Social Studies Consultant for the Minneapolis Public Schools and my discussions with Institute teachers and social studies department chairmen.

It is especially appropriate to ask if social studies teachers not directly associated with the Institute are affected by TCITY offerings in social science. This field involves virtually all secondary school students and some 300 teachers in the district. Furthermore, dissatisfaction with current social studies programs has been expressed by students, teachers and administrators. National trends offer a variety of conflicting perspectives and approaches. In short, the need for change is felt, decisions about innovation in this field must be worked out locally, and the Twin Cities Institute has engaged in structuring learning experiences that might serve as models for new social studies courses.

The quality of recent TCITY work in the social sciences suggests that there would be merit in public school consideration of Institute offerings. The strong points in the TCITY effort would appear to be--

- Students and teachers have actively explored the urban environment beyond the classroom.
- Special attention has been given to student interaction and interaction between students and teachers.
- Questions dealing with values have been sensitively and deliberately explored as an integral part of the learning of concepts and skills of social inquiry.

Nevertheless, the impact of these efforts in Minneapolis high schools would appear to have been negligible because of the following factors-

1. The Institute has developed as a unique institution providing for the special needs of a particular group of young people. This goal has resulted in new approaches and roles different from those existing in the schools.

2. Public school personnel acknowledge the "special" and valuable quality of Institute offerings. However, administrators and teachers have not seen the Institute as providing models of what might be done in their classrooms. Teacher knowledge of Institute offerings is minimal and interest in further information has not been expressed, even though there is interest in programs from curriculum development centers.

3. Institute teachers tend to view their TCITY experience positively and they thoughtfully explore the implications of this experience for their work in the schools. The autonomy and isolation of their

regular teaching situations does not provide the exchanges that would encourage them to assume leadership in the reconstruction of departmental programs. Several of these teachers are concerned about their inability to communicate their greater awareness of the complexity of teaching-learning processes to colleagues in ways that would further their own reflections and growth. The resulting frustration would appear in a few instances to have contributed to decisions to leave the regular classroom for graduate study and other positions in education.

4. Students who have been involved in the Institute apparently do not return to their schools as agitators for change. Students, like their regular teachers, apparently see the Institute as a unique experience separate from the standard school program. It might be hypothesized that these talented students have learned how to be successful in the public school environment and they resume their previous student roles when they return to the settings in which these behavior patterns have proven successful.

It would appear that the culture of the schools and the unique features of the Institute tend to promote the separation of these experiences. Special programs like TCITY are isolated from the ongoing business of the schools because of expectations that students, school personnel and Institute faculty have for both the public schools and the Institute. Explicit efforts to use the Institute's experiences as models for improving the public schools must be devised if a development and demonstration function is desired. Even then success cannot be guaranteed. Efforts to use the regular Minneapolis summer school as a place to test new ideas and to serve as an inservice laboratory for curriculum development and the adaptation of materials from national social studies projects have met with very limited success.

If the Institute is to serve a more effective role in dealing with the urgent need for innovation in the social studies and in other curricular areas, detailed planning involving a range of persons--students, teachers, administrators, chairmen, and consultants--must take place. It must be clear that any effort to use the Institute as a development and demonstration center for curricular revision might very well compromise many of the unique qualities now included in the program as it serves the special needs of talented students.

Again, it must be stressed that these are personal observations focusing on social science programs. In those curricular areas such as computer mathematics the TCITY experience may be a significant element in a broader innovative effort. The Institute teachers of computer math also teach these courses in their schools and they instruct other teachers in staff development courses aimed at establishing similar courses. Also, in foreign language and in the schools involved in TCITY instruction and their work has continued into the school year in ways that have significantly influenced their departments. However, the required social studies courses involving large numbers of teachers and all students in each school have not felt the impact of the TCITY experience.

Robert Berry, Curiculum Supervisor
Rochester Public Schools

TCITY-1971 EVALUATION REPORT: MANAGEMENT

If they changed TCITY to an All Minnesota Institute for Talented Youth--as some have suggested--they could use that well-known slogan, "You're in good hands with All-State." TCITY is shaped by able hands.

The authority of the Institute is highly centralized. Charles Caruson makes the decisions. The teachers have a great deal of leeway; they are expected to take bold steps. But "the Director Man" is in close touch with what they do. He's the gate keeper.

Charles Caruson talks a lot. And he listens a lot. And he asks a lot of questions. He strides across campus, abruptly stops, flashes a big smile, and asks a student a pointed, personal question. "Are you going to the Batique Demonstration this afternoon?" "Are you still riding the bus to campus?" "Did you have a good time at Tamarac?"

One little girl coming into his office early in the Institute was surprised to see him behind the desk. She said "You, the Director Man? I thought the Director Man drove around in a big black Cadilac." Caruson does defy the image.

Bob Rose is second in command, the rest of the command. He makes many of those sweeping rearrangements resulting from Caruson's negotiations. Rose is a hard, productive worker; his track record is impressive. He and Caruson work together sensitively, spending little time together, each knowing his responsibility, doubling up when the situation warrants.

Miss Stepanick handles the secretarial chores in a no-nonsense, get-the-job done way. She gets something reasonably productive out of her summer staff of amateur office workers. There is no obvious substantial fault in her office operation. (No effort was made by this evaluation team to check on fiscal integrity. Also, by appearances, Caruson and Rose do a good job of making contacts for financial support--but this too was not examined.)

The style of management of the total Institute is more intuitive than it is deliberative. This helped make the 1971 Institute more immediate, sensitive, and flexible but less exportable (to other districts) and less of a firm structure against which individual teachers can plan and operate. For example, if the teacher doesn't know the special all-Institute events for the next week it is difficult to plan special class activities.

The director and associate director deal with staff, students, and visitors in a casual manner. Caruson's door is open for people to walk in. Many do. There are bound to be some who wish he and Rose would manage things in more conventional ways. Such people are more likely to remain silent; we did not find any.

The most impressive ability of TCI management is its ability to provide outstanding master teachers.

Overall the TCITY management gets a high rating for employing high quality teachers, keeping red-tape at a minimum, and being sensitive to student needs. It rates a low mark on utilizing the potential of the Institute for district "staff development" and on keeping Institute people informed as to what others there are doing. To the extent that these latter are outside the purpose of TCITY, the management is seen by the evaluation staff to be outstanding.

Information Flow. "Getting the word" continued to be a problem, but not as much as it was in 1970. Bulletin boards, news sheets, memos and grapevine carried a substantial information load--but many students and teachers--perhaps a third--felt uninformed about TCITY happenings.

Productivity. TCITY teachers appeared to emphasize a project or performance more in 1971 than 1970. Still, only about two thirds of the 1971 students got involved in something they would call a project.

Teacher Training. TCITY offers the observer an excellent array of effective teaching styles. Trainees can here find opportunities to assume teaching responsibilities. (55 U of M preservice students made daily observations; some took as much of an assignment with a class as the Associate Instructor.) Still, teacher training must be considered a minor payoff. Too few teachers are involved. Many more would probably contaminate the student learning experience. If teacher training were to be considered a major TCITY goal it would require substantial allocation of resources to this purpose. If TCITY were to be used in any substantial way by the two districts for staff development, a better way of rewarding experienced teachers for participation would have to be found.

Afternoon program. The afternoon program was better in 1971 than 1970--in both quality and quantity. However, less than 30% of the students were involved, even on one of the better days, in a TCITY-1971 afternoon activity. The students were not upset--they just had other things to do.

Hostility. Students seemed to be less hostile toward staff and each other this summer. The pleasantness of the campus and the mild weather may have made a difference. There also may be a lessening of the aftermath of Kent State.

Canoe Building. Science students were expected to enroll in a second subject, a mini-course. Most mini-courses were science courses, but the most spectacular was a course in canoe-building. About a dozen students built handsome redwood canoes for themselves.

Recommendation for 1972 Evaluation. The questions raised by the 1971 evaluation team are likely to continue to influence the TCITY staff in 1972. The staff would probably benefit by engaging an evaluation staff with a rather different orientation in 1972, so that different problems will be identified and studied. The cost of evaluation should remain at (or drop below) 2% of the total operating budget. The next evaluators should anticipate continued high resistance from many teachers and students.

TCITY-1971 EVALUATION REPORT: AN ADVOCATE'S STATEMENT

No visitor who took a long, hard look at TCITY-71 kept his skepticism. A young visitor knows how precious it is to discover, to be heard, to belong. An older visitor knows the rarity of a classroom where teachers and students perceive each other as real people. To the non-visitor it doesn't seem possible that a summer school program can deliver on all these promises to over 800 kids, but TCITY-71 did.

Every curriculum specialist fears that by relaxing conduct rules and encouraging student independence they may be saying goodbye to the hard work and hard thinking that education requires. TCITY-71 teachers and students made learning so attractive, so purposive, that free-ranging thought returned again and again to curricular themes: awareness of the human condition, obstacles to communication, ecological interactions, etc.

TCITY excels because of its staff. Its students give it movement. Its directors give it nurture. Its teachers give it movement, nurture, and direction. It would be incorrect to say that Mr. Caruson, Mr. Rose, and the teachers think alike as to the prime goals and methods of education, but collectively, they create a dynamic, humanistically-bent, academically-based curriculum.

The quality of teaching this summer was consistently high, from day to day, from class to class. Some of the teachers chose to be casual, to offer "opportunities", to share a meaningful experience. Others were more intense, more intent upon sharing information and problem solving methods. Both kinds were there, doing it well.

The quality of the learning also was high. The students were tuned in. They were busy. They responded to the moves of their teachers. They improvised, they carried ideas and arguments, indignations and admirations, to the volleyball court, to the Commons, to the shade of campus elms and Cannon River oaks. The youngsters took a long step towards maturity.

True, it was a costly step. Thousands of hours, thousands of dollars, and at least a few hundred aggravations. But fit to a scale of public school budgets--and budgets for parks, interstate highways, and weapons of war--TCITY-71 rates as a BEST BUY. 800 kids, give or take a few, took home a new talent, a new line of thinking, a new awareness--a good purchase.

It cannot be denied that other youngsters in Minneapolis and St. Paul deserve an experience like this. They should have it. Some say, "TCITY is bad because it caters to the elite." But a greater wisdom says "Any effort fixated on giving an equal share of good things to all groups is destined to share nothing of value." For less advantaged youth, a more equitable share of educational opportunities should be guaranteed. But even in times of economic recession, opportunities for the talented should be protected.

TCITY-71 has succeeded. It is even a best buy. It satisfies a social obligation to specially educate some of those who will lead--in the arts, in business, in government, in life. The teachers of TCITY-71 have blended a summer of caring, caprice, openness, and intellectual struggle to give potential leaders a summer of challenge.

(Prepared by R. Stake, not to indicate his opinion of the Institute, but as a summary of the most positive claims that might reasonably be made.)

TCITY-1971 EVALUATION REPORT: AN ADVERSARY'S STATEMENT

T-CITY is not a scandalum magnatum. But it is both less than it pretends to be and more than it wishes to be. There is enough evidence at least to question certain facets of the Institute--if not to return a true bill against it. Costly, enlarging, innovative, exemplary: these Institute attributes are worthy of critical examination.

How costly is this Institute? Dollar costs are sufficient to give each group of six students $1,000 to design and conduct their own summer experience. Over 100 Upward Bound students could be readied for their college careers at Macalester. About twenty five expert curriculum specialists could be supported for half a year to design and develop new curricula for the high school.

What is the cost of removing 800 talented leaders from the local youth culture? What is the cost of widening the experience gap between Institute students and their parents?...and their teachers in "regular" high school?...and their non-Institue friends? Not enough here to charge neo-Facist elitism. Enough to warrant discussion.

The Institute abounds with self-named innovators and innovations, with alternatives to the business-as-usual education of high schoolers. Note that the Institute is not promoted as an exemplary alternative to schooling. It seeks to promote the development of alternative forms of education for schools. And it is failing to do even that job. What is T-CITY doing to demonstrate that the T-CITY style of life could be lived in schools as we know them? Where in the regular school is the staff so crucial to the life of the Institute?... the money?...the administrative leadership? Where are the opportunities for the teachers, principals, superintendents to come and live that life that they might come to share in the vision?...and where are the parents? T-CITY should be getting poor grades on affecting the regular school program.

There are other dimensions of T-CITY that puzzle the non-believer:

*** How long can in-class "rapping" continue and still qualify as educative self-exploration? Are there quality control procedures in effect during the summer program: For example: when one-third to one-half a class is absent from a scheduled meeting, should not that be seen as an educational crisis by the instructor?

*** What does T-CITY do to help students realize that the Institute standards are necessarily high; that the regular school norms and expectations do not count; that a heretofore "best" becomes just a "so-so"? There are unnecessarily disheartened students in T-CITY.

*** Is it unreasonable to expect that more than two of twenty-two teachers or associate teachers would have some clear idea or plan for utilizing T-CITY approaches or curricula in their regular classrooms next fall?

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'Talented youth' in perspective

The controversy over the archaeological excavations undertaken at Welch, Minn., by students from the Twin City Institute for Talented Youth (TCITY) has focused attention on one part of its curriculum, but has overshadowed its total program. And that's too bad, because TCITY is considered by many in education to be one of the best and most innovative summer programs in the country, and it points toward ways to make regular schools more effective in meeting students' needs.

The institute was begun in 1967 in an effort to get talented students from Minneapolis and St. Paul schools together so that they could challenge and learn from one another and develop their abilities beyond the limited scope of the normal classroom. The curriculum included advanced courses not ordinarily found in school systems, but the approach to them was along the usual lines at first, with each student sticking to his own subject area. Since then, it has evolved, both in form and content. Last year, TCITY organized all students' programs around a theme, Man and his Environment, and encouraged an interdisciplinary approach to that general topic.

This year, the theme is Man and Society. The archaeological dig at Welch was one approach to that theme, and the institute's catalog describes its premise this way: "By working with a culture outside your own, you should gain a different viewpoint from which to not only view your own culture, but gain an insight into the uniformity of man, both temporally and geographically."

The rest of the curriculum, whether in the fine arts, sciences, languages or social studies, has taken that same human-centered approach. Students have been encouraged and helped to become aware of and to learn from the people and places in the community around them. One course, for example, is called "The Urban Hero," and the catalog points out that "the hero is happening in the city now" as people learn to survive in the urban world. "This summer will be spent finding the urban heroes—the artists, the activists, humanists, philosophers, urban guerrillas—and learning the politics of survival."

Does it work? That question is perhaps best answered by two participants in last summer's program, quoted by Tribune staff writer Catherine Watson in an article in American Education, a magazine published by the U.S. Department of Health, Education and Welfare's Office of Education:

"This is the only school I know of," said one girl, "where you get dropins instead of dropouts." And another said, "When you see what school can be like here at the institute, you feel an almost desperate need to change the schools."

Additional copies of reports in this series are available upon request for a fee of $2.50. Previous reports in this series are listed below. Please direct your inquiries to

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1. An Evaluation of TCITY: the Twin City Institute for Talented Youth by Robert E. Stake and Craig Gjerde (reprinted with permission from CIRCE, University of Illinois)

2. An Assessment of The Michigan Accountability System by Ernest House, Wendell Rivers, and Daniel Stufflebeam (Originally printed by Michigan Education Association) AND A Staff Response to the Report: An Assessment of The Michigan Accountability System by The Michigan Department of Education (Originally printed by the Michigan Department of Education)